

# The Nantlwyys Federation



## Positive Behaviour and Discipline Policy

Approved On:	December 2024
Next Review	Autumn 2027
Signed: Chair of Governors	<i>I. M. [Signature]</i>

## **Introduction**

This policy is a statement of the aims, principles, strategies for promoting positive behaviour within the Nantlwys Federation.

It is the intention of the Nantlwys Federation to create the conditions for a compassionate, supportive community in which effective learning takes place. This is reflected in our mission statement:

### **Challenging our Minds, Growing our Hearts.**

The core values have been chosen with all stakeholders involved to ensure our values represent our learning community. Our values are:

Trust, community, hope, perseverance, wisdom and compassion

In the Nantlwys Federation we operate a positive behaviour system, and work hard to ensure the children understand what kind of behaviour is acceptable in our schools and what the consequences/sanctions of different types of inappropriate behaviour might be. Staff understand that behaviours may be a child's response to feelings or events and will work with the child to recognise and understand this, offering support as necessary.

## **AIMS:**

Our aims for behaviour are that all pupils will

- ❖ Follow the school's rules.
- ❖ Be caring and respectful to others.
- ❖ Be tolerant and understanding with consideration for the rights, views and property of others.
- ❖ Develop a responsible and co-operative attitude towards work.
- ❖ Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- ❖ Take a pride and responsible interest in caring for their environment,

## **PRINCIPLES**

Every pupil has the right to learn and no pupil has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential prerequisite of learning. It depends upon trusting relationships and a process of co-operative team work, and the school welcomes and encourages the involvement of the L.A, governors, parents and others in the community.

## **ROLES AND RESPONSIBILITY**

### **The role of all staff**

It is the responsibility of all staff to ensure that the policy is implemented consistently and fairly across the federation/school. All staff must have high expectations of children in terms of behaviour and need to promote a positive climate in school: this includes rewarding positive behaviours and dealing with inappropriate behaviours they may come across straightaway, both inside or outside the classroom. If staff are unsure of what reward or sanction is appropriate, they must seek advice from a member of the SLT to make sure it has been dealt with consistently and appropriately.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement and monitor the federation/school behaviour policy consistently and to report to the governors - when requested - on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in

## Behaviour Policy, including Discipline

the federation/school. The Headteacher supports the staff by implementing the policy, by modelling the standards of behaviour and by supporting staff in any issues or uncertainties which may arise. The Headteacher (or Deputy Head teacher in her absence) has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Federation governors have been notified.

### **The role of parents**

The federation/school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. Parents should support the actions of the federation/school in implementing the behaviour policy.

### **The role of governors**

The governing body has the responsibility of confirming these general guidelines on behaviour and of reviewing their effectiveness. The governors will support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the federation/school behaviour policy but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **School Rules and Procedures.**

### **Introduction**

In the Spring of 2024, we began our review of the Federation's approach to behaviour. Children quickly identified that the system in place was not consistently applied and was sometimes unfair. Using views of our children, research and views of staff, discussing the proposals with our Governors we have developed a new pupil driven approach to behaviour and discipline. We believe that positive behaviour will flourish with strong relationships, praise and encouragement from all staff and visitors. It will lead to a nurturing, caring and respectful environment. Such an atmosphere will develop through positive relationships. Positive, responsive, reinforced language must be used by staff so that expectations are taught and positive behaviour nurtured.

Staff and pupils at the Nantlwyn Federation decided that we needed a policy which incorporates a system of clear rules and fair procedures. Underpinning this are articles 12, 19 and 28 of the United Nations Convention on the Rights of the Child (UNCRC) which state that every child has the right to an education, to be listened to and to feel safe.

### **Our School Rules**

Our school rules were decided upon in consultation with all children. The rules are on display around the school and are reinforced through positive language by all staff.

- 1) To learn
- 2) To listen
- 3) To be safe
- 4) To be respectful

## **Rewards**

### **Star in the Jar**

Good behaviour is expected in the Nantlwyns Federation and therefore children are not rewarded for behaving well. There are times when behaviour goes 'above and beyond' expectations. These behaviours or attitudes are acknowledged and may be rewarded with a 'star in the jar' This system has been devised in collaboration with staff and pupils. Each star is equal to 3 minutes of reward time. Stars are kept in the class jar and counted at the end of the week or every 2 weeks. Classes can decide how to spend their reward time eg additional playtime, film and popcorn, pancakes and milkshakes in the garden, nature hunt. Once a star has been earned it is never withdrawn from the jar. Inappropriate behaviour is dealt with separately from the reward system. Any adult can award a star. Stars can be awarded to individuals or groups.

### **Little notes home**

Staff can choose when to send 'a little note home' to share with families consistent acts of above and beyond behaviours. The Headteacher may also choose to send postcards home to families to share good news about children's positive behaviour.

## **Consequences**

### **Inappropriate behaviour**

Whilst good behaviour will be positively encouraged, we have to accept that there may be, for whatever reason, unacceptable behaviour. Again, a consistent whole federation/school approach will be necessary in dealing with the situation. When consulting with the children they were very keen that inappropriate behaviour is dealt with effectively. Children recognised that different behaviours should have different responses. Over a period of a few weeks, each class recorded possible behaviours and then sorted them into low, medium and high level. From this, sanctions were discussed and agreed for each level. As new behaviours are observed, the list is referred to and the level of sanction agreed. Whilst this is a Nantlwyns Federation Behaviour Policy, it is very much child led and therefore there are some slight differences for the sanctions at each school.

At the Nantlwyns Federation we use a restorative approach to inappropriate behaviour. During the 'time out' phase of the sanction, staff will hold a restorative conversation with the child if appropriate. We recognise that for some children, this conversation may need to take place at a later time.

The conversation should cover the following points:

1. What happened? {story}
2. Who's been affected and how? {impact/harm}
3. What needs to happen to put things right? {solution}
4. How can I **support** this process in order to: {support}
  - Change behaviour
  - Deter others
  - Avoid re-occurrence/re-offending

For high level behaviours, parents are informed and a record is kept on CPOMS. This allows school to monitor any patterns in children's behaviour and offer further support if required for example through ELSA sessions or referral to Nurture Support team. We always aim to understand the reasons behind a child's behaviour and to offer strategies to support a child to improve their behaviour.

**Review** This policy was agreed after consultation with staff and governors.

To be reviewed every 3 years, or sooner if required. Any suggested amendments will be presented to the Governors for their ratification.

Annex 1

Ysgol Nannerch Behaviours

Low	Sanction
Snatching Shouting out Lying Distracting others Stalling in the cloakroom Showing off Swinging on chairs Messing with equipment Leaving workspace during instruction time Big voices in class or the dining hall Ignoring instructions Name calling	Warning  2 minutes off talk with an adult  3 lows in a day = 1 medium
Medium	Sanction
Throwing small equipment Making fun of people Using chrome books inappropriately Drawing on other people's work Answering back Leaving class without asking	Warning  N-Year 2 =3 minutes off Year 3-Year 6 = 5 minutes off Talk with adult  3 mediums in a week = high
High	Sanction
Hitting Kicking Fighting Swearing Serious threats Leaving school grounds Damaging school equipment or people's belongings on purpose	Parents informed  15 minutes off break/lunch time  Talk with the Headteacher/Deputy Head  School record (CPOMS)

Annex 2

St Mary's Nercwys VA Behaviours

Low	Sanctions
Interrupting Talking over people Shouting out Moaning about work Running inside Not listening	1 reminder 1 warning 2 minutes lost  Chat with staff  3 lows in a day = 1 medium
Medium	
Ignoring instructions Ruining people's work Saying mean things Not sharing Leaving someone out at playtime	1 reminder 4 minutes lost Chat with staff  3 mediums in a week = high
High	
Graffiti Damaging school property Bullying Hurting others Ruining people's belongings on purpose	No reminder 10 minutes lost. Parents informed Incident noted. Chat with Headteacher or Deputy Headteacher